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ABSTRACT

The project described in this document involves the implementation of an individualized reading program with sixth graders during the spring semesters of the 1970-71 school year and the 1971-72 school year. Behavioral objectives for the students were written in the areas of word recognition skills, vocabulary skills, comprehension skills, speed and accuracy skills, and composite reading skill ability. Approximately 190 sixth graders were assigned to six classes and met each school day for 55 minutes. The teaching strategies involved teaching the student at his own instructional reading level, allowing the student to progress at his own rate of accomplishment, sequential reading instruction, and discussing with the students prior to the beginning of the program changes that were being made in the program. The materials used in the project consisted of published basal nongraded texts, skill books, and comprehension kits. The conclusions indicated that the program was beneficial to the majority of students, that more books and skill books were needed to meet class needs, and that while not all of the objectives were achieved there were indications that each of them would have been if the project had been in effect a full year. (WR)

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CS

Developmental & Corrective Individualized Reading Program

CENTRAL ARK EDUCATION CENTER

CS 001 103

ED 091657

REGION VI

CENTRAL ARKANSAS EDUCATION CENTER
Markham and Izard Streets
Little Rock, Arkansas 72201

MINI-GRANT PROJECT

TITLE: A DEVELOPMENTAL AND CORRECTIVE READING PROGRAM FOR SIXTH GRADE STUDENTS

DATE: 1970-1972

A. Mrs. Ruth Minton
Mrs. Ophelia Sullivan
Mini-Grant Recipient(s)

B. Mr. Curtis Rasburry
Name of Principal

C. Bryant Junior High
Name of School

D. Bryant School District
Name of School District

E. Dr. Leon L. Wilson, Dr. Jim Fain
C.A.E.C. Consultants

I. TITLE: A DEVELOPMENTAL AND CORRECTIVE READING PROGRAM FOR SIXTH GRADE STUDENTS

II. READING PROBLEM

A. The Students: Sixth grade students who were enrolled in the Bryant Middle School during the spring semester of the 1970-71 school year, and the 1971-72 school year, were the participants in this project. Approximately 190 students were enrolled each year.

B. The Problem: Standardized test results (SRA) indicated that nearly fifty percent of the students enrolled in the Bryant Middle School had not satisfactorily developed such desirable reading skills as vocabulary, comprehension, speed and accuracy. Since the reading program did not extend beyond the sixth grade, a greater effort was needed to develop desirable skills before students were removed from the opportunity to receive reading instruction. (See Appendix A for research of related literature.)

III. PROGRAM FOR INSTRUCTION

A. BEHAVIORAL OBJECTIVES

1. The teacher, the student and the parents will be able to understand and accept a student's weakness in reading--if he has a weakness--when it is determined exactly where he can meet success and where he meets failure as measured by the Betts Informal Inventory and by teacher observation.

2. The student will respond positively to materials which enables

placement on his instructional level regardless of grade level and will display a value for the language arts on his independent level as measured by a self-report and teacher observations.

3. The student will respond positively to the elimination of frustration by being removed from a level where he cannot operate successfully and placed on a level where he can operate successfully as measured by teacher observations.
4. The student will be able to display knowledge of word recognition skills and display a comprehension of word meanings through being taught on his instructional level as measured by teacher-made tests and teacher observations.
5. Sixth grade students will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test.
6. Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test.
7. Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test.
8. Sixth grade students will be able to demonstrate a level of achievement for speed and accuracy in reading that is significantly above the previous relative standing as measured by the

Gates-MacGinitie Reading Test.

9. Sixth grade students will be able to demonstrate a level of achievement for composite reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test.

B. TEACHING STRATEGIES

Participants in this reading project included approximately one-hundred-ninety sixth grade pupils who were assigned to six classes each year. Classes met each school day for fifty-five minutes.

Before the Mini-Grant project was initiated, the reading program was carried out where classes were grouped according to instructional levels and the basal reader guide was followed exactly. Within each class, there were groups on every level from the primer to the sixth grade. It was extremely difficult to handle so many groups; it was not possible to meet with each group each day, provide work ahead; assist the pupils; grade student work; and meet with each group again to discuss student work. Another complicating factor was experienced when several children were grouped on the same grade level for instruction, but they did not have the same abilities; diversification within each group was too great.

After receiving the Mini-Grant award, a developmental and corrective reading program was established where:

1. the student is taught at his own instructional reading level regardless of his current grade level placement;
2. the student is allowed to proceed at his own developmental rate of accomplishment; and,

3. reading instruction is sequential.

In working toward the objectives, the students were tested with the Gates-MacGinitie Reading Test and the Betts Informal Inventory. The first test was used as a measurement to compare the class with established norms for vocabulary, comprehension, and speed and accuracy. The latter test was used as a placement test. It consisted of a word recognition check and a comprehension check from which independent, instructional, frustration, and capacity levels of each student were derived.

Before beginning the program, the teachers discussed (what and why) changes were being made in the reading program with the students Also, a message was sent home to parents explaining the new program. (See Appendix B for a copy of the message.)

The instructional materials used in the project were published by the American Book Company. (See Appendix C for a complete summary of materials.) A composite of the materials is referred to as either the READ SYSTEM or Reading Experience and Development Series. Materials which were utilized in the project included ten non-graded student texts from the primer level to the sixth grade level; one teacher's annotated edition for each level; ten skill books with a teacher's edition for each level, independent reading activities (spirit masters for each level); and Read Roundup Comprehension Kits for the fourth, fifth, and sixth grade levels. The Mini-Grant also provided testing material.

In the READ SYSTEM, the function of the teacher is to guide the child in the use of his previous learning and toward the acquisition of additional learning. It is not one of dispensing information or stating a formula to be followed. Rather the teacher provides the child with appropriate raw materials, carefully guides his observation and analysis of them, and questions judiciously with the kind of structured directive questions which enable the student to perceive relationships and generalize on the basis of them.

The stories for reading range from realistic fiction to fantasy. Informational articles vary from conversational tone to formal exposition; essay, dramatic and poetic forms have been included. All of the selections have been organized into units which are introduced by relatively brief unit openers except at the pre-primer and primer levels. From the first level onward, each book contains specific selection and each unit have been supplemented by skill pages with two basic purposes: (1) preparation for the reading of a selection; and (2) follow-up on the new learning acquired in the previous selection.

Dictionary materials are a part of all books except the Pre-primer. In the Primer and Book 1 this material is combined with pattern resources and gives sentences using the words from the vocabulary of the program. From this point, additional aspects of dictionary work are gradually introduced so that from Book 3-1 on, the child has a true dictionary with pronunciation guide, a section on how to use the dictionary, and key words from the selection. Finally, the

student's book from 3-1 on contains a selection on pattern resources to help with the development and reinforcement of his word analysis skills.

The teacher's edition, with each page containing the actual material from the child's book has added space for marginal notes. Here and in the overprint on the duplicate of the child's page are suggested procedures. In addition, two pages have been inserted before each selection to help the teacher with preparation for guiding the learning activity. Also included in these two pages are extensive suggestions for follow-up and enrichment after the children's reading.

Each level has an accompanying skill book which provides materials that are entirely different from that in the text book; this material reinforces the vocabulary and phonic skills of each of the selections in the textbook. Although the skill books parallel the text books in the READ SYSTEM, they may be used independently. The skill book is divided into units, each of which ends with two test pages; one is related to pattern resources (phonics), and the other is related to comprehension. Each page contains a complete unit of work.

The skill books also contain dictionary work which relates to all phases of dictionary skills. In addition, a review dictionary page appears at the end of each unit.

One criticism of these books might be that directions do not appear in the pupil's book before the second grade level. In the lower

books, the pupil cannot work on his own; he must have constant teacher direction.

Independent reading activities include boxed spirit masters to accompany the text books which treat both word recognition and comprehension at each level. Instructions for their usage appear on the box cover. Correct responses are indicated for the teacher but do not reproduce on the pupil's copy.

The Read Roundup Kit has one basic purpose; it is to provide structured guidance for the child who can follow the particular thinking processes but cannot initiate and carry it through for himself. The kits are on three different levels. Level A is for the fourth grade; Level B is for the fifth grade; and Level C is for the sixth grade.

Each kit contains six boxes. Each box has a selection pamphlet with five stories and skill cards for each selection. Worksheets for each selection, score cards and a teacher's guide are provided for each selection. When a child had a problem with a certain skill, he was sent to the appropriate kit to work on that level. Not every child worked with every kit.

Once the instructional level had been determined for each child, he was placed in the book for his level. The student read the story and answered the questions at the end of the story. The student then went to the area where his independent activity was stored and selected the one that went with the story that he had read. When he had finished, he completed the skill pages in the

Skill Book. The student was then able to proceed to the next story. When the student completed a unit, he checked his work with the Teacher's Edition and conferred with the teacher. The teacher gave a recommendation either to restudy the material or to go on to the next unit. The student was free to go as far as he was able. (The Read Roundup Kits were used when the teacher directed pupils to them to work on specific skills.)

The teacher constantly checked with the pupil on his progress and worked individually with him when he needed help. For children without the initiative to start on their own, an arbitrary number of pages were assigned for an arbitrary period of time. This was done only a few times before the students became enthusiastic enough to work on their own.

IV. EVALUATION

A. Measurement: The Betts Informal Inventory was administered to each student individually during January, 1971. Placement scores were obtained for vocabulary and comprehension; in addition, this instrument provided a report of grade levels for independent reading, reading instruction, frustration, and capacity.

The Gates-MacGinitie Reading Test, Survey D, Forms 1 and 2 were administered as group tests to obtain pre- and post-test data for vocabulary, comprehension, and speed and accuracy. Pre-tests were administered in February, 1971; post-tests were administered in May, 1971. Thus the data and the analysis are not to be considered conclusive.

A Calendar of Events was made to schedule measuring and reporting. (See Appendix B.)

Table A, which follows, shows the mean scores for over one-hundred seventy students who were administered pre- and post-testing during the existence of the project during the 1970-71 school year. Both grade score and standard score means are given for vocabulary, comprehension, speed and accuracy. The standard scores were used in determining whether the gain was significant between pre- and post-testing. Following the table, an analysis is provided for each of the objectives.

Table A

BRYANT MIDDLE SCHOOL
GATES-MACGINITIE READING TEST MEAN SCORES*
1970-71

(Pre-test N-171)
(Post-test N-178)

	Grade Score Means			Standard Score Means			
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain	Gain Significant**
Vocabulary	6.0	6.2	0.2	47	47	0	No
Comprehension	5.5	5.8	0.3	46	46	0	No
Speed	6.3	6.8	0.5	49	49	0	No
Accuracy	6.3	7.0	0.7	49	50	1	No

*Pre-test: Survey D, Form 1; Post test: Survey D, Form 2

**Based on the application of Gates-MacGinitie Reading Test formulas to Standard Scores

B. Analyses of the Objectives: Objectives one through four were measured by teacher-made tests, The Betts Informal Inventory, and teacher observations; objectives five through nine were measured with the Gates-MacGinitie Reading Test.

1. First Year (1970-1971):

OBJECTIVE NO. 1: The teacher, the student, and the parents will be able to understand and accept the student's weakness in reading when it is determined exactly where he can meet success and where he meets failure as measured by the Betts Informal Inventory and by teacher observations.

ANALYSIS: After open-house conferences with parents and students, letters of explanations to the parents, and individual conferences with students, no one has expressed disatisfaction; thus, the objective has been assessed as being achieved.

OBJECTIVE NO. 2: The student will respond positively to having the necessary material available in order to be placed on his instructional level regardless of grade level and will display a value for the language art on his independent level as measured by a self-report and teacher observations.

ANALYSIS: Students were placed on a level where they could pronounce 95% of the words and could comprehend 75% of the material. Also, they had books on an independent level recommended to them by the teacher. At the end of three months each child was asked to write a paragraph stating which type of reading instruction he preferred and why: (1) group reading with teacher, with all students on the same level, same page, etc., or (2) individualized reading.

Of the 193 pupils, 171 indicated their preference for the individualized reading. Typical reasons given for this preference were: (a) liked working on their own level; (b) liked working at their own rate of speed (most reported frustration at being held back for the extremely slow pupils in the group method); (c) more interesting; and (d) more fun to read.

Twenty-two pupils expressed a preference for the group reading. Their reasons were (a) no group discussion of the stories; (b) less work; and (c) all were together instead of separate.

Students became enthusiastic about outside class reading. Through cooperation with the English department, the teachers reported a greater interest in plays and poems.

The objective was assessed as being achieved.

OBJECTIVE NO. 3: The student will respond positively to the elimination of frustration by being removed from a level where he cannot operate successfully to a level where he can operate successfully as measured by teacher observation.

ANALYSIS: With the exception of approximately five pupils, the quality and amount of work showed improvement. Pupils voiced less reluctance to come to reading and there were fewer discipline problems. For example, three boys who were constantly a problem in class were placed on the primer level. All frustration and pressure were removed. They immediately improved in their behavior and in their academic work as well. The objective was assessed as being generally achieved.

OBJECTIVE NO. 4: The student will be able to display knowledge of word recognition skills and display comprehension of word meanings through being taught on his instructional level as measured by teacher-made tests and teacher observation.

ANALYSIS: Through the administration of teacher-made tests on word recognition and comprehension, it was found that a definite improvement was shown by students in their achievement. The objective was assessed as being generally achieved.

OBJECTIVE NO. 5: Sixth grade students will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula: $C = .98V \pm 1.15 \pm \frac{7.53}{\sqrt{N}}$ was applied where C represents the standard score range of expectancy, and V represents the standard score mean for vocabulary. C yielded a range from 46.65 to 47.77 where V =47 and N=178.

The standard score mean for comprehension skills was 46 which falls outside and below the acceptable range; therefore, the objective was not achieved. The comprehension skills were below a level of performance that would be expected on the basis of vocabulary development.

OBJECTIVE NO. 6: Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates MacGinitie formula $7.9/\sqrt{N}$ was applied where N=178. The value yeilded is .57 which is the minimum standard score difference that can be considered to be significant.

The pre- and post-standard score means for vocabulary skills were 46.33 and 46.50 respectively. The difference is .77 which is less than significant; therefore, the objective was not achieved for there is no difference from the previous relative standing.

OBJECTIVE NO. 7: Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N=178. The value yielded is .55 which is the minimum standard score mean difference that can be considered to be significant.
The pre- and post-standard score means for comprehension skills were 46.33 and 46.00 respectively. The difference shows no gain, therefore, the objective was not achieved for there is no difference from the previous relative standing.

OBJECTIVE NO. 8: Sixth grade students will be able to demonstrate a level of achievement for Speed and Accuracy in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formulas $10.8/\sqrt{N}$ and $9.6/\sqrt{N}$ were applied where N=171 and 178 respectively. Similarly the values yeilded were .83 and .73 which are the minimum standard score mean differences that can be considered to be significant.
Pre- and post-standard score means for speed are 49 and 49 respectively. The difference of zero shows no gain; thus the level of achievement for speed is no different from the previous relative standing.
Pre- and post-standard score means for accuracy are 49 and 50 respectively. The difference of 1 is greater than .73; thus the level of achievement for accuracy in reading shows a significant increase.
If the program had been in effect for one full year, it is very probable that both speed and accuracy would have shown significant increases. Since the students were evaluated over a period of only 51 days, the objective was only partially achieved.

V. CONCLUSIONS AND RECOMMENDATIONS

It is not possible to state any definite conclusions about the project since there were only 51 days of instruction between testing dates.

There were, however, encouraging trends.

A. CONCLUSIONS

1. It was felt that the child and his parents accepted the grade level placement whenever it was determined that there were weaknesses in reading.

2. At first many of the students showed confusion at being on their own and were constantly asking for directions; however, after several weeks, it was noted that the students were beginning to take the initiative in starting to work on their own.

3. The students responded positively to having instructional materials on different levels; there was a definite improvement in attitude.

4. It was felt that more books and skill books were needed to meet class needs.

5. The program is beneficial to the majority of pupils.

6. While not all of the objectives were achieved there were indications that each of them would have been achieved if the project had been in effect a full year.

B. RECOMMENDATIONS

1. A program of this type should be initiated at the beginning of the school term.

2. Continue the program and gain a full year of evaluation.

Appendix A

INSTRUCTIONAL MATERIALS FOR MINI-GRANT

BRYANT

Arkansas Book Company
2101 Bond
Little Rock, Arkansas 72203

Quantity	Description
10	Days and Ways
10	Each and All
10	Far and Away
10	Gold and Silver
10	High and Wide
10	Ideas and Images
10	Joys and Journeys
10	Kings and Things
10	Launchings and Landings
1	Trs. Ed. Days and Ways
1	Trs. Ed. Each and All
1	Trs. Ed. Far and Away
1	Trs. Ed. Gold and Silver
1	Trs. Ed. High and Wide
1	Trs. Ed. Ideas and Images
1	Trs. Ed. Joys and Journeys
1	Trs. Ed. Kings and Things
1	Trs. Ed. Launchings and Landings
10	Skill Book-Days and Ways
10	Skill Book-Each and All
10	Skill Book-Far and Away
10	Skill Book-Gold and Silver
10	Skill Book-High and Wide
10	Skill Book-Ideas and Images
10	Skill Book-Joys and Journeys
10	Skill Book-Kings and Things
10	Skill Book-Launchings & Landings
1	Trs. Ed. Skill Book-Days and Ways
1	Trs. Ed. Skill Book-Each and All
1	Trs. Ed. Skill Book-Far and Away
1	Trs. Ed. Skill Book-Gold and Silver
1	Trs. Ed. Skill Book-High and Wide
1	Trs. Ed. Skill Book-Ideas and Images
1	Trs. Ed. Skill Book-Joys and Journeys
1	Trs. Ed. Skill Book-Kings and Things
1	Trs. Ed. Skill Book-Launchings and Landings

Arkansas Book Company (continued)

Quantity	Code No.	Description
10	A3124-052-X	High and Wide Skill Book, Gr. 3
1	A3124-352-9	High and Wide Teacher Ed. Skill Book
5	A3125-052-5	Ideas & Images Skill Book Gr. 3-2
1	A3125-352-4	Ideas & Images Teacher Ed. Skill Book
10	A3126-052-0	Joys and Journeys Skill Book Gr. 4
1	A3126-352-X	Joys and Journeys Teacher Ed. Skill Book
5	A3127-052-6	Kings and Things Skill Book Gr. 5
1	A3127-352-5	Kings and Things Teacher Ed. Skill Book
5	A3128-052-1	Launching and Landings Skill Book Gr. 6
1	A3128-352-0	Launching and Landings Teacher Ed. Skill Book

American Book Company
300 Pike Street
Cincinnati, Ohio 54202

Quantity	Code No.	Description
	AUTHOR:	Johnson, Kress, McNeil
1 box	10159-000-1	Independent Reading Act. (46 spirit mas.)
1 box	10160-000-7	Independent Reading Act. (58 spirit mas.)
1 box	10161-000-2	Independent Reading Act. (68 sp. mas)
1 box	10162-000-8	Independent Reading Act. (66 sp. mas)
1 box	10163-000-3	Independent Reading Act. (54 sp. mas)
1 box	10164-000-9	Independent Reading Act. (62 sp. mas)
1 box	10165-000-4	Independent Reading Act. (76 sp. mas)
1 box	10166-000-X	Independent Reading Act. (82 sp. mas)
1 box	10167-000-5	Independent Reading Act. (74 sp. mas)
1	A3126-075-X	Read Roundup (Level A) Reading Comprehension Kit
1	A3127-075-5	Read Roundup (Level B) Reading Comprehension Kit
1	A3128-075-0	Read Roundup (Level C) Reading Comprehension Kit
1 set	A3120-063-3	Days and Ways Test
1 set	A3121-063-9	Each and All Test
1 set	A3122-063-4	Far and Away Test
1 set	A3123-063-X	Gold and Silver Test
1 set	A3124-063-5	High and Wide Test
1 set	A3125-063-0	Ideas and Images Test
1 set	A3126-063-6	Joys and Journeys Test
1 set	A3127-063-1	Kings and Things Test
1 set	A3128-063-7	Launching and Landings Test

Test Division
The Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, Indiana 46268

Quantity	Description
6 pkgs.	Gates-MacGinitie Test, Form 1 Survey D Pre
6 pkgs.	Gates-MacGinitie Test, Form 2 Survey D Post

CALENDAR OF EVENTS: BRYANT SCHOOL DISTRICT (Bryant Middle School)

Mrs. Ruth Minton: "A Developmental and Corrective Reading Program for Sixth Grade Students"

Target Date	Events: Activities, Materials, & Facilities	Person(s) Responsible	Completion Date
7/71	Replace consumable items	Fain	9/10/71
9/71	Pre-test: Administer Gates-MacGinitie Reading Test, Survey D, Form 1	Minton and Sullivan	8/31/71
9/71	Administer Informal Reading Inventory to assist with placement	Minton and Sullivan	
5/72	Post-test: Administer Gates-MacGinitie Reading Test, Survey D, Form 2	Minton and Sullivan	
6/1/72	FINAL REPORT: Revise the strategies, answer the objectives, state conclusions and recommendations	Minton and Sullivan	

Appendix B

A D D E N D U M

The addendum includes evaluation of the project during its second year of operation (1971-1972).

TABLE B

Bryant Middle School
Gates-MacGinitie Reading Test[a]
Sixth Grade[b]
1971-1972
N=31[c]

Reading Skills Tests	MEANS											
	Raw Scores			Standard Scores			Percentile Scores			Grade Scores		
	Pre-Test	Post-Test	Gain	Oct. Norms Pre-Test	Oct. Norms Post-Test	May Norms Post-Test	Oct. Norms Pre-Test	Oct. Norms Post-Test	May Norms Post-Test	Pre-Test	Post-Test	Gain
Vocabulary	31	33	2	47	50	49	38	50	46	5.8	6.2	0.4
Comprehension	35	42	7	45	52	51	31	58	54	5.1	6.8	1.7
Total Reading	-	-	-	46	51	50	34	54	50	5.5	6.5	1.1
Speed	16	16	0	45	45	41	31	31	18	4.8	4.8	0.0
and Accuracy	15	17	2	46	48	44	34	42	27	4.9	5.5	0.6

[a]Pre-test; Survey D, Form 1; Post-test; Survey D, Form 2

[b]There were six sections of sixth grade students. At first it was assumed that the sections were about equal in their achievement levels; however, it was found that the achievement levels varied by as much as five months. The data from the class with the lowest achievement level on the pre-test was chosen for applying a statistical analysis for various assumptions seemed to favor this data as the most reliable.

[c]There were 35 students on roll in this section, but only 31 completed both the pre- and post-tests.

Analysis of Objectives

1971-1972

OBJECTIVE NO. 1: The teacher, the student and the parents will be able to understand and accept a student's weakness in reading--if he has a weakness--when it is determined exactly where he can meet success and where he meets failure as measured by the Betts Informal Inventory and by teacher observation.

ANALYSIS: The Betts Informal Inventory was dropped due to the extensive time required to give to 220 students; however, each child was fully informed of the reason for his level of reading. Also, the matter was discussed individually and with the whole group.

OBJECTIVE NO. 2: The student will respond positively to materials which enables placement on his instructional level regardless of grade level and will display a value for the language arts or his independent level as measured by a self-report and teacher observations.

ANALYSIS: The students appeared to accept their reading level and to work harder in order to improve their reading.

OBJECTIVE NO. 3: The student will respond positively to the elimination of frustration by being removed from a level where he cannot operate successfully and placed on a level where he can operate successfully as measured by teacher observations.

ANALYSIS: The students expressed relief at the absence of pressure.

OBJECTIVE NO. 4: The student will be able to display knowledge of word recognition skills and display a comprehension of word meanings through being taught on his instructional level as measured by teacher-made tests and teacher observations.

ANALYSIS: The majority of students improved according to achievement test scores and teacher-made tests.

OBJECTIVE NO. 5: Sixth grade students will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $C = .98V + 1.15 \pm 7.53\sqrt{N}$ was applied where C represents the standard score range of expectancy, and V represents the standard score mean for vocabulary. C yielded a range from 47.82 to 50.52 where V = 49 and N = 31.

The standard score mean (post-test for comprehension skills) was 51 which falls outside and above the range of 47.82 to 50.52; therefore, the objective was achieved for the comprehension skills were well above the level of performance that would be expected on the basis of vocabulary development.

OBJECTIVE NO. 6: Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing (October-May norms) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.9/\sqrt{N}$ was applied where N = 31. According to the formula, a gain of 1.42 standard score points was required to reach significance. The pre- and post- standard score means were 47 and 49 respectively. The gain of 2.0 standard score points was greater than the 1.42 points which was required; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 7: Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading that is significantly above the previous relative standing (October-May norms) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N = 31. According to the formula, a gain of 1.33 points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests, were 45 and 51 respectively. The gain of 6.0 points was far greater than the 1.33 points which was required; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 8: Sixth grade students will be able to demonstrate a level of achievement for speed and accuracy in reading that is significantly above the previous relative standing (October-May norms), as measured by the Gates-MacGinitie Reading Test.

ANALYSIS:

1. Speed: The Gates-MacGinitie formula $10.8/\sqrt{N}$ was applied where N = 31. According to the formula, a gain of 1.94 standard score points was required to be significant. The standard score means, from converted raw score means on both the pre- and post-tests, were 45 and 41 respectively. The loss, rather than gain, was 4 points; therefore, the objective for speed was assessed as being unachieved.

2. Accuracy: The Gates-MacGinitie formula $9.6/\sqrt{N}$ was applied where N = 31. According to the formula, a gain of 1.72 standard score points was required to be significant. The standard score means, from converted raw score means on both the pre- and post-tests, were 46 and 44 respectively. The loss, rather than gain, was 2.0 points; therefore, the objective for accuracy was assessed as being unachieved.